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ABSTRACT

In this Inquiry Study, participants will learn about or refine their understanding of the components of a quality reading program, or what some teachers organize as Reading Workshop. Participants begin by living as readers themselves and then explore how to create supportive contexts for the learners in their classrooms. The use of a variety of assessment tools prepares participants for planning instruction that is relevant for individual readers. Implications and strategies for classroom structures and practice are considered throughout the inquiry study which begins with a list of language and learning concepts and focusing questions. Lists 26 professional reading selections. (NKA)

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ED 478 518

NCTE Reading Initiative

An Inquiry Study into Understanding and Supporting Readers

Many "reading teachers" stand between children and the authors who will teach them to read.

—*Margaret Meeks*

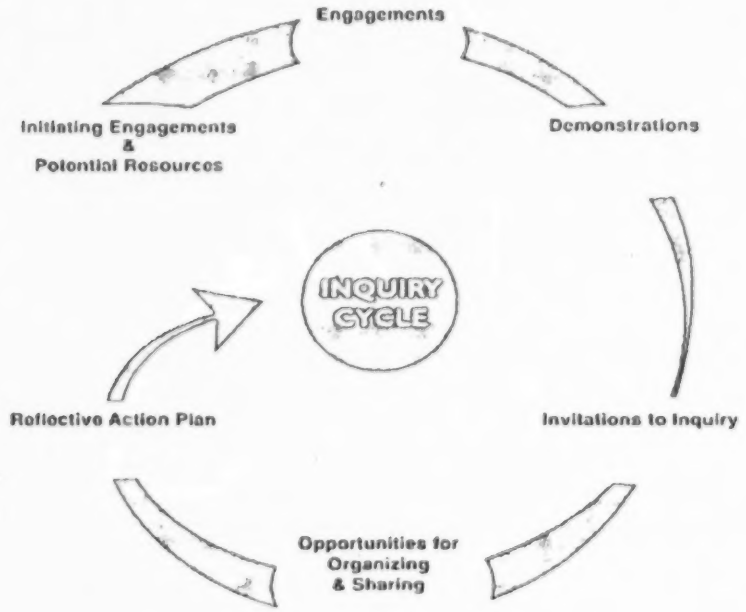
You can be supportive of a reader without interrupting his or her reading.

—*Carolyn Burke*

[It is] the right of children to learn to read with the aid of people rather than procedures.

—*Frank Smith*

In this Inquiry Study you will learn about or refine your understanding of the components of a quality reading program, or what some teachers organize as Reading Workshop. We begin by living as readers ourselves and then explore how to create supportive contexts for the learners in our classrooms. The use of a variety of assessment tools prepares us for planning instruction that is relevant for individual readers. Implications and strategies for classroom structures and practice are considered throughout the study.



Donnelly, Egawa, Files, Mills & Stephens
Spring 2002

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CS 512 294

LANGUAGE & LEARNING CONCEPTS

The following is a list of learning concepts that will be explored in the study. You are encouraged to add additional concepts that reflect constructivist, inquiry-based learning, as it is not meant to represent an exhaustive list.

- Literacy learners are shaped by their literate histories.
- Reflecting on current habits and attitudes toward literacy in light of past experiences provides insights into the qualities of literacy experiences teachers create for students to become successful.
- Choice is a key element of successful literacy learning.
- Literacy is social.

- Shared reading and shared responsibility in reading instruction decrease risk and encourage the successful use of strategies for all readers.
- Guided Reading offers reading support to small groups of readers to make the meaning-making strategies of reading explicit and to support individual efforts to comprehend and decipher text as they engage in the process of reading.
- Students create meaning from texts in Guided Reading lessons during which teachers utilize pre-reading strategies and provide opportunities for independent reading.
- Explicit information about language cueing systems is demonstrated during shared reading, providing students opportunities to make, confirm, and revise predictions.
- Children benefit from being immersed in demonstrations of how print works, by seeing teachers, students, and other community members write and read for varied authentic purposes and audiences.
- The quantity and types of books that children read are important to their growth as readers and writers.
- Theoretically based reflection, highlighted in the *Responsive Teaching Cycle* and the *Hypothesis-Test Process,* enables teachers to document and assess the teaching-learning cycle in action.

- Reading, writing and assessment are inextricably linked.
- Literacy learning is an active and open process of constructing meaning.
- It is beneficial to keep track of preferences and progress as a reader.
- Readers/writers need to develop a sense for how particular kinds of texts or genres are structured.
- As they read a variety of genres they begin to understand the nature and conventions of each style of writing; reading in a variety of genres enhances readers' flexibility as writers.

- Multiple opportunities to interpret texts highlight multiple interpretations.
- Reading involves talk, questions, and shared interpretation.
- When readers have opportunities to talk as they read, their in-process strategies, personal connections, responses, and overall evolving meaning construction are influenced.
- Ambiguous texts help readers make predictions that are not obvious, stretching their abilities as readers.
- Proficient readers who are able to gain the greatest meaning from text show such characteristics as: a capacity for sustained focused attention; a willingness to suspend closure and entertain multiple interpretations; a tolerance for ambiguity and uncertainty leading to a willingness to reread and reread again; and a willingness to change one's mind and appreciate alternative interpretations and visions.
- Reading aloud can provide a powerful demonstration of oral reading and helps young readers develop knowledge of different genre.

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- Individual reading conferences provide opportunities for teachers and students to reflect upon students' reading and what good readers do.
- In order to interpret student growth and make new plans for future strategy or mini-lessons and instructional engagements, teachers must look closely at students' work.
-

FOCUSING QUESTIONS

These are questions that we, as authors of this study, generated to focus the experiences provided in this inquiry study. Everyone in your Reading Initiative group is invited to add questions throughout the study, and throughout the year.

- How is the development of reading supported by the development of writing?
- How do teachers organize reading/writing workshops?
- How can we use published authors in the process of learning to read?
- What are effective assessment tools to track students' preferences and progress as readers?
- What about the kids who read significantly below their peers?
- What are some of the best reading strategies that knowledgeable teachers use?
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TERMS ASSOCIATED WITH THIS TOPIC

In addition to asking the questions that came to mind when we considered teachers as active inquirers of their own practice, we generated an initial list of words and phrases related to research and inquiry. You might elect to begin your own list—graffiti-style—on a large piece of butcher paper that can be added to over time. You are also invited to add terms to those below. This list helps frame the territory of our work.

Shared reading	Think-aloud	Guided reading	Reading workshop	Workshop learning
Self-selected reading	SSR or sustained silent reading	Written conversation	Reading profile	Reading interest inventory
Recording/documenting devices	Voice	Read-aloud	Genre	Readers' theatre
Responsive teaching cycle	Language learner	Home language	School language, or *discourse*	Literacy history
Independent reading	Literacy environment	In-process assessment	Balanced literacy	Critical literacy

READING INITIATIVE LEARNING STRANDS

The Reading Initiative professional development experience could be envisioned as a complex tapestry of beliefs, engagements, readings, questions, and reflections. Each engagement is woven onto a foundation provided by the following strands.

Personal Literacy as part of a Cultural Community	Knowledge Base	Close Observation	Supportive Literacy Contexts	Professional Culture
Focused observations and analysis by each participant of his/her own literacy processes and theories, including the forces that impact those theories	The concepts and experiences explored and supported by professional reading.	Focused observations and analysis of students as literacy learners	Exploration and development of contexts that support and encourage readers and writers	Exploration and development of procedures and contexts that encourage collegiality

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An Inquiry Study into

Understanding and Supporting Readers

An Overview of the Study

Initiating Engagements

Shared experiences that help participants reflect on their personal experiences and knowledge—getting those out into the class conversation—as the group predicts the direction of the study.

The consultant facilitates several or all of these experiences to get the study underway.

I1

Collecting What We Know

As a group, participants contribute to four ongoing collections: 1) questions they have about the study; 2) at least five resources for a group-created text set, including books, journals, articles in the popular press, reading developmental continua; 3) a graffiti board collection of all related words and phrases, i.e., reading assessment, shared reading; and 4) a list: What possible ways could we study reading? and What is the best way to set up classrooms?

I2

What is Reading?

Participants read definitions of reading, regroup them by their preference, and create experiences that reveal the concepts embedded in the various definitions. Insights into current classroom practice are discussed.

I3

Literacy Time Lines

Readers/participants brainstorm significant positive and negative events and create literacy histories to reflect on current habits and attitudes. The experience helps develop insights into the impact and qualities of literacy experiences.

I4

Sharing Recording & Documenting Devices

Participants share recording or documenting devices currently used in their classrooms, consider them in **E3**, and subsequently revise them in **Q1**, as well as note strategies and assessment tools used with three "struggling" readers in an accompanying article.

I5

Reading-Writing-Inquiry in Action

Group members select an integrated literacy vignette to read or watch: A 4th grade study, The Year of the Birds, or a version of the same study with kindergarteners. Each provides a demonstration of and invitation to participants to formulate a personal theory of integrated literacy learning.

I6

You Are A Reader

The group views a video of young children reading environmental print while the teacher helps them understand how well they can read. Discussion follows about the significance of literacy in children's lives and the risk-taking involved in early literacy learning.

I7

Setting Up a Literacy Environment

Participants view video footage of two classrooms: Elena Castro's 3rd grade and Rise Paynter's 5th grade as a means to create or revise classroom structures to support student interactions and collaborations.

I8

In-Process Reading Strategies & Developing a Reading Profile

Use the *In-Process Reading Strategies* and *Developing a Reading Profile* forms to record observations of two students. A strategy-based view of the reading process is developed in implementing two instructional strategies for each student. Observations serve as catalysts for discussion.

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Potential Resources

Multiple and varied sources of information that provide alternative perspectives and create opportunities for complex connections.

All participants in the study group contribute resources to a collective text set. NCTE provides key articles and video footage. Consultant reads all articles in planning the study.

R1
Professional Reading & Videos
Part of each meeting might be scheduled to read from the evolving text set, providing an opportunity to seek information to inform the group's questions. The video footage in this inquiry study highlights a range of reading and writing engagements.

R2
Read Aloud Titles
The provided booklist contains titles that highlight the reading process. When responding to the books, consider how each helps us to better understand the role of reading in life, mentors in literacy learning, and the ways in which we use literacy inside and outside of school.

R3
Creating a Text Set
Participants each contribute at least five resources for a group-created text set, including books, journals, articles in the popular press, or pamphlets.

Engagements

Opportunities to test out and explore multiple perspectives on the language process.

These experiences might be facilitated by the consultant or by a group leader in the consultant's absence. Some experiences are lived outside of the study group time.

E1
Cue Systems: What Do Good Readers When They Read?
Group members independently read assigned reading on cue systems and meet in discussion groups to generate lists of new learning from the reading. The entire group generates a more comprehensive list of strategies that good readers use when they "come to something they don't know." Discussion follows on the Model of Proficient Silent Reading and the In-Process Reading Strategies chart.

E2
What Should I Do When a Reader Is Stuck?
Using a visual representation of the cueing systems and appropriate prompts to a reader, the group considers responses to support a "stuck" reader. An NCTE Commission on Reading "Read Together" poster and accompanying parent pamphlets can be used to inform and support parent responses.

E3
Components of Reading-Writing Workshop
After documenting the instruction that is already taking place in their classrooms, small groups explore areas of interest and need: read aloud, guided reading, shared reading, literature study, and taking a critical perspective.

E4
The Power of Dialogue & Rereading
Participants read and reread a poem with ambiguous interpretation to experience how meaning is enhanced by social dialogue and repeated reading.

E5
Grapho-phonemics: Looking Closely
Part I: Using engagements in "Parts of Words" and "How We Perceive Words" and "The Habit of Kidwatching" as texts, participants use the Say Something strategy to discuss how specific skills and strategies are taught in the context of literacy engagement.

E6
Revisit TORP, Burke Reading Interview, and *What Matters* Chart
Participants discuss several theoretical tools used to support educators' knowledge of literacy processes and learner behaviors.

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Part II: Participants respond to an article about systemic phonics and phonemic awareness instruction and classroom implications.
PART III: Within discussion groups, participants react to "Reconceptualizing Phonics Instruction;" then revisit their *What Matters About Reading* charts.

Demonstrations

Examination of language concepts and the learning process. Build from learners' questions and help to generate new insights.

Demonstrations are led by the consultant and help build new knowledge and understandings. They generally follow the preceding group and individual experiences.

D1
Responsive Teaching Cycle: Coaching Devon
This theoretical and practical model serves as a reflective device to enable teachers to document and assess the teaching-learning cycle in action. The visual representation is used to note observations from the video clip "Coaching Devon as a Reader." The group shares observations, interpretations, and plans that could support Devon's literacy growth.

D2
Making Close Observations: Group Miscue Analysis
Small groups of readers take turns reading a text, marking each other's miscues, and then examine their own reading processes to learn more about the reading process. The basic miscue markings are reviewed and examples of group members' miscues are discussed.

D3
Small-Group Reading/Running Records in Second Grade
While watching a video clip of a teacher taking running records, each creates a list with these categories: what the teacher is learning about the children, what the children are learning from the teacher, and what the children are learning from each other. Participants discuss how they would incorporate regular assessment of efficient cue systems use in their classroom.

D4
Tom Eber and Philip
This video is used to launch a discussion of teaching reading strategies with a focus on helping a reader reinterpret the reading process and revalue his own abilities. Tom is Phillip's principal and a member of a Reading Initiative study group.

D5
Hypothesis-Test Process
The group is introduced to Stephen's H-T Process as a way of observing and evaluating the learning/teaching process.

D6
Touring a Transition-First-Grade Classroom
Participants document ways in which literacy learning opportunities are structured for "at risk" students through watching video footage.

Invitations to Inquiry

Experimenting by applying questions, tools, and methods of inquiry to a specific issue.

Q1
Student Reading Forms
Participants consider a set of reading response and behavior forms, as well as share their own recording or documenting devices. Individuals improve forms for their classroom use.

Q2
Stories, Samples of Students' Work
Participants bring in samples of student work to help interpret what the children know and to make plans for future strategy instruction. Video footage of "written conversations" between older and younger writers is used to initiate discussions of writing conventions and supporting the reading of younger learners—an experience that could be replicated to generate more writing samples.

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Invitations to inquiry provide opportunities to conduct focused, short inquiries to further explore concepts and questions that have been raised. Participants are invited to choose or create their own inquiries as appropriate. They can be explored by individuals, small groups, or by the entire group.

Q3
Josh as a Reader
Participants respond to Josh's reading by using the In-Process Reading Strategies form and/or one of the retelling evaluation forms or alternately focus on the five basic miscue markings, then discuss Josh's current reading strategies and develop instructional plans to support his reading growth.

Q4
What Matters about Reading
Participants review readings, demonstrations, and conversations to consider how young children grow as readers and writers, then create a chart to record the experiences, materials, and environments that they predict will best support literacy growth.

Q5
Standards in Practice
Which comes first: standards or good practice? Look in on a veteran teacher whose goal is to turn his multicultural classroom into a multicultural community and the standards he addresses simultaneously.

Opportunities for Organizing & Sharing

Public displays—charts, webs, lists, notes—or accumulating ideas, knowledge, and plans. These are used at different places in the study and are saved to revisit over time.

With I3
Timelines of key literacy experiences.

With I7
List of components and structures of supportive literacy environments—with Elena Castro video.

With E5
What matters about reading chart
New ideas about literacy learning chart

With RA1
Literacy engagements list. Drafts of weekly schedules that incorporate new reading and writing engagements.

With E5
"Literate classroom" designs.

With E1
"What do proficient readers know and do?" list.

With Q4
What matters about reading chart

Reflection/Action Plan

Focused plans that help learners reflect on their current experience and opinions in constructing their understanding of the unit of study and subsequent new practice.

RA1
Here's What a Reading-Writing Program Will Look Like in My Classroom
Using the literacy engagements viewed on video as a guide, participants create drafts of weekly schedules that incorporate reading and writing engagements into their classroom schedules.

RA2
Instructional Strategies for Different Miscue Profiles
As a means to match particular instructional strategies with students' instructional needs, participants review strategies and match to student's or groups of students' instructional needs in their own classrooms.

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An opportunity to take new action based on new knowledge, and an opportunity to reflect on future directions the group or individual learning might take.

RA3

Now What Will We Do?

Participants read articles by Harste & Woodward and Katie Wood Ray as a catalyst to selecting classroom literacy engagements to build into their classroom literacy block.

RA4

Volunteers Working With Young Readers

Lester Laminack provides a rich source of material to help develop an understanding of the reading process, as well as practical ideas—all for the reading volunteer.

RA5

What about Program Mandates?

All teachers work with program directives over their careers. A rating matrix is used to ascertain which features of published curricula have more or less value. Further, what can you learn from the ideas of peers, which program goals match your own, and how can you work with those that challenge them?

RA6

Good Teaching in an Era of Testing

Is it possible? A teacher and principal share the strategies they've devised to both develop students' test-taking abilities and provide curriculum experiences that count.

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What is an inquiry study and how is it organized?

A focused or inquiry study (Burke, 1991) is a unit of curriculum that is concentrated on a particular topic or issue. It is designed to involve a community of learners in constructing knowledge about a common interest. Throughout the study learners are given opportunities to reflect on what they know, bring their own experiences to bear on the study and construct new and different understandings. Study components include:

1. ***Focusing Questions***
   Focusing Questions are sets of questions on the topic that focus on individual and group interests and needs. Everyone involved—those that write the curriculum and those that work with it—share responsibility for contributing questions.

2. ***Initiating Engagements***
   This section of the focused study includes engagements that help participants reflect on their personal experiences and knowledge. These are designed to introduce the focus of the study and to trigger curriculum-life connections. They set the stage for the upcoming learning. Learners will be called upon to reflect on their personal experiences and knowledge.

3. ***Invitations***
   Invitations are opportunities to test out and explore multiple perspectives. These are multiple perspectives on multiple themes within a study. Each invitation offers a particular perspective on the topic. Invitations are intended to be completed by two-to-four person teams; occasionally learners work on their own. Teams can begin with any invitation, taking the responsibility to read the directions, address the readings and work through the listed steps.

4. ***Opportunities for Organizing & Sharing***
   These activities provide students with opportunities to organize and share their discoveries, ideas and findings. These include public displays such as charts, webs, presentations, lists and notes of accumulating ideas, knowledge and plans.

5. ***Reflective Action Plan***
   These activities provide learners with opportunities to be reflective about purposefully applying their learning, allowing learners to demonstrate their understanding of new ideas, discoveries and connections. They invite learners to revisit previous beliefs and knowledge and to summarize new understandings, beliefs and attitudes. They also call on learners to "make a difference"—to do something to change attitudes and/or practices.

Study group leaders use these components to build an agenda for each meeting time. While the site leader might take a larger responsibility earlier in the learning process, study plans work best when the agenda is negotiated with the group.

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An Inquiry Study into Understanding and Supporting Readers

Potential Resources

Multiple and varied sources of information that provide alternative perspectives and create opportunities for complex connections.

R1 Professional Reading & Videos
Schedule time to read from the evolving text set, providing an opportunity to seek information to inform the group's questions.

R2 Read Aloud Titles
The provided booklist contains titles that highlight the reading process. When responding to the books, consider how each helps us to better understand the role of reading in life, mentors in literacy learning, and the ways in which we use literacy inside and outside of school.

R3 Creating a Text Set
Participants each contribute at least five resources for a group-created text set, including books, journals, articles in the popular press, or pamphlets.

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R1
Professional Reading

Crafton, L. (1996). Language, literature, and multicultural understanding. In *Standards in practice, K-12.* Urbana, IL: NCTE.

Crowley, P. (1995). Listening to what readers tell us. *Voices from the Middle, 2(2),* 3-12.

Flurkey, A. (1995). Take another look at (listen to) Shari. *Primary Voices K-6, 3(4),* 10-15.

Gilles, C. & Dickinson, J. (2000). Rejoining the literacy club: Valuing middle grade readers. *Language Arts, 77(6),* 512-521.

Goodman, Y. (1995). Miscue analysis for classroom teachers: Some history and some procedures. *Primary Voices K-6, 3(4),* 2-9.

Goodman, Y., Watson, D. & Burke, C. (1996). Reading and reading strategies: The making of meaning. In *Reading strategies: Focus on comprehension, Second edition.* New York, NY: Richard C. Owen.

Harste, J. & Woodward, V. (1989). Fostering needed change in early literacy programs. In Strickland & Morrow (Eds.), *Emerging literacy: Young children learn to read and write.* Newark, DE: IRA.

Kucer, S. (1995). Guiding bilingual students "through" the literacy process. *Language Arts, 72(1),* 20-29.

Laminack, L. (1998). Example situations (pp. 67-87). In *Volunteers working with young readers.* Urbana, IL: NCTE.

Maxim, D. & Five, C. L. (Eds.). (1997). Reading that matters: The teaching of reading strategies. *School Talk, 3(1).*

McAssey, L. (2002). Teaching, testing and defending the work that children do. *School Talk* 7(2).

Moustafa, M. (1998). Reconceptualizing phonics instruction. (pp. 135-157). In C. Weaver (Ed.), *Reconsidering a balanced approach to reading.* Urbana, IL: NCTE.

Newman, A. (2002). English language learners' "wrong" answers do not depict deficiencies. *School Talk* 7(2).

O'Keefe, T. (1997). The habit of kidwatching. *School Talk, 3(2).*

Peluso, A. (2002). Mandated commercial reading programs: Collaboration in times of change. *School Talk* 7(2).

Ray, Katie Wood (1999). Reading aloud: Filling the room with the sound of wondrous words. In *Wondrous words: Writers and writing in the elementary classroom.* Urbana, IL: NCTE.

Santman, D. (2002). Teaching to the test?: Test preparation in the reading workshop. *Language Arts,* 79(3), 203-211.

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Smith, F. (1999). Why systematic phonics and phonemic awareness instruction constitute an educational hazard. *Language Arts, 77(2),* 150-155.

Smith, K. (1995). Bringing children and literature together in the elementary classroom. *Primary Voices K-6, 3(2),* 22-32.

Taberski, S. (1998). Motivating readers: What's your role during independent reading? *Instructor, 107(5),* 32-34.

Visovatti, K. (1994). Developing primary voices. *Primary Voices K-6,* 2(2), 8-19.

Watson, D. (1985). Watching and listening to children read. In Jaggar, A. & M. T. Smith-Burke (Eds.), *Observing the language learner.* Urbana, IL: NCTE.

Watson, D. & Davis, S. (1998). Readers and texts in a fifth grade classroom. In B. F. Nelms (Ed.). *Literature in classrooms: Readers, texts, and contexts.* Urbana, IL: NCTE.

Weaver, C. (1994). Excerpts from *Reading process and practice: from socio-psycholinguistics to whole language, Second edition.* Portsmouth, NH: Heinemann.
The Importance of a Definition (pp. 1-top of p. 4)
Schemas: What Are They? Schemas and Transactions (pp. 18-29)
Surface Structure vs. Deep Structure (pp. 36- bottom of 39)
The development of language and literacy (pp. 59-69)
Ocular and Sensory Processing; Parts of Words at Work; How We Perceive Words (pp. 172-middle of 183)
How Children Develop Phonics Knowledge (pp. 199 to the top of 212)

Whitin, P. (2002). First flight: Introducing the natural world to kindergarten students through a yearlong study of birds. Scie*nce and Child ren,* 39(4), 16-21.

Young, A. (1998). Success for all? *Talking Points*, April-May, p. 10-11.

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Suggested Study Group Titles

Please add your own suggestions.

Primary

On solid ground: Strategies for teaching reading K-3. Sharon Taberski, Heinemann (2000). Co-distributed by NCTE.

Thinking and Learning Together: Curriculum and community in a primary classroom. Bobbi Fisher, Heinemann (1995).

Grades 3-5

In the company of children. Joanne Hindley, Stenhouse (1996).

Grades 6-9

In the middle—2nd edition. Nancie Atwell, Heinemann (1998). Co-distributed by NCTE.

Grades 6-12

Reading for understanding: A guide to improving reading in middle and high school classrooms. Schoenback, Greenleaf, Cziko & Hurwitz, Jossey Bass/NCTE (1999).

For Reade rs Who "Struggle"

What really matters for struggling readers: Designing research-based programs. Richard Allington, Longman Publishers (2001). Co-distributed by NCTE.

Video Clips

Inquiry at the Window: Year of the Birds (Tape 1, Clip 8)
David and Phyllis Whitin, 4th Grade

You are a Reader (Tape 2, Clip 1)
Donna Bell, Kindergarten
Bradley Elementary School, Columbia, South Carolina

A Tour of Elena Castro's 3rd Grade Classroom (Tape 1, Clip 9)
Calexico Unified School District, Calexico, CA

Structures: Supporting Grand Conversations (Tape 2, Clip 2)
Rise Paynter, 5th Grade
Bloomington, IN

Vanessa, A Second Grade Reader (Tape 2, Clip 3)

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Wondrous Possibilities of Read Aloud (Tape 2, Clip 4)
Debbie DeWitt, Carolina Forest Elementary School
Myrtle Beach, South Carolina

Guided Reading (Tape 2, Clip 5)
Chrystal Holloman-Rafferty, 1st Grade
Myrtle Beach Primary School, Myrtle Beach, South Carolina

Four Variations of Self-Selected Reading (Tape 2, Clip 6)
Chrystal Holoman-Rafferty, 1st Grade
Myrtle Beach Primary School, Myrtle Beach, South Carolina

Shared Reading in Three Settings (Tape 2, Clip 7)
Dori Gilbert, Kindergarten, Center for Inquiry
Donna Bell, Kindergarten, Bradley Elementary School
Clint Wills, 2nd Grade, Bradley Elementary School, Columbia , South Carolina.

Coaching Devon as a Reader (Tape 2, Clip 8)
Dori Gilbert, Center for Inquiry
Columbia, South Carolina.

Written Conversation with 1st and 5th Graders (Tape 2, Clip 9)

Written Conversation with Jossie (Tape 2, Clip 10)

Small-Group Reading/Running Records in Second Grade (Tape 2, Clip 11)
Clint Wills
Bradley Elementary School, Columbia, South Carolina

Tom Eber and Philip (Tape 2, Clip 12)
South School, Des Plaines, Illinois
Excerpted from *Evaluation Matters*, 1998 NCTE Videoconference

Transition-First-Grade Classroom Tour (Tape 2, Clip 13)
Tim O'Keefe, Center for Inquiry
Columbia, South Carolina

Josh's Burke Interview (Tape 3, Clip 1)
Prisca Martens & Josh

Josh Reading & Retelling *Alexander and the Wind-Up Mouse* (Tape 3, Clip 2)

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R2
Read Aloud Titles

Thinking and Working as Readers and Writers

- *More Than Anything Else* by Marie Bradby
- *The Wednesday Surprise* by Eve Bunting
- *Thank You, Mr. Falker* by Patricia Polacco
- *Amber on the Mountain* by Tony Johnston

Understanding and Supporting Readers

Each of these books highlights some aspect of the reading process. As you read and/or respond to each book, consider how it helps us better understand the role of reading in life, the role of mentors in literacy learning, and the ways in which we learn to read in and outside of school.

- *More Than Anything Else* by Marie Bradby
- *Amber on the Mountain* by Tony Johnston
- *Pink & Say* by Patricia Polacco
- *Jeremiah Learns to Read* by Jo Ellen Bogart
- *When Will I Read?* by Miriam Cohen
- *Read to Your Bunny* by Rosemary Wells
- *Say Something* by Mary Stolz (use with Say Something strategy)

Creating Classrooms That Support Readers and Writers

Each book in this text set portrays an essential feature of teaching as inquiry. Some texts illustrate life, literacy, and learning from multiple perspectives. Others show how inquiry is the driving force in making sense of the world. Others simply remind us that we must value and celebrate little things that are often overlooked and undervalued. Together, the books call out for us to make the humane choices for children and our profession.

- *I'm in Charge of Celebrations* by Byrd Baylor
- *To Climb a Waterfall* by Jean Craighead George
- *Making the World* by Douglas Wood
- *No Mirrors in My Nanna's House* by Ysaye Barnwell
- *Snowflake Bentley* by Gloria Stoddard
- *Why is the Sky Blue?* by Marian B. Jacobs

Cultural Awareness

Feeling confident about oneself as a cultural member, speaker, reader, and writer is the cornerstone of learning. It is essential that teachers become critically aware of our own biases and ensure that our words and behaviors are not destructive of children's sense of self-worth. If we want children to think "beyond the box," then we must do the same by confronting our own biases and being careful not to make assumptions about what children can or cannot do based on experiences that differ from our own.

- *The Big Box*, Toni Morrison
- *Seven Blind Mice*, Ed Young
- *Hush!*, Minfong Ho
- *Northern Lullaby*, Leo and Diane Dillon

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R3
Creating a Text Set

Learners' contributions to the texts that support their own learning are a key element of an inquiry-based curriculum.

Participants each contribute at least five resources for a group-created text set, including books, journals, articles in the popular press, and/or pamphlets.

Create a prominent location where this collection of materials can be easily accessed and added to.

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